

The Construction of an Effective Model for University Economics Curriculum from the Perspective of Red Education

Ling Jiang, Cai Chang, Zejjong Zhou *

School of Economics, Anhui University of Finance and Economics, Bengbu, Anhui, China

* Corresponding author: Zejjong Zhou (Email: aczzj123456@163.com)

Abstract: Starting from Chinese history, this article first analyzes the necessity and feasibility of integrating economics courses into red education for college students. It points out that the integration of economics courses into red education for college students faces practical and practical difficulties, as well as the lack of practical funding for red education in economic universities, serious shortage of social investment, and incomplete operating mechanisms. Finally, this article proposes targeted countermeasures and suggestions for integrating red education into university economics courses.

Keywords: Red Education; Economics Courses in Universities; Effective Models.

1. Introduction

Young people should be steadfast believers, active disseminators, and exemplary practitioners of the core socialist values, strive to become new generations worthy of the heavy responsibility of national rejuvenation, and work hard and forge ahead bravely in the era of realizing the great rejuvenation of the Chinese nation. Youth is the most active and dynamic force in the entire society, with the hope of the country in youth and the future of the nation in youth.

In recent years, activities to inherit red culture have been carried out in various parts of the country, and universities in various provinces and cities have actively responded to the call of the Central Committee of the Communist Youth League, organizing college students to go to revolutionary holy places to carry out social practice activities, deeply understand red culture, and inherit red genes. At the same time, in the era of "Internet plus", red education has gradually expanded from offline to online, and "Internet plus+red" is bound to be a new trend of red culture propaganda. The rapid development of new media has also created conditions for the further promotion of red culture. Compared to traditional media, new media has obvious advantages such as high dissemination efficiency and low cost. By utilizing these advantages, we can let the red gene shine with new era brilliance. Therefore, taking the development of economics courses from the perspective of red education as the research object, starting from the principle of "people-oriented" and "cultivating students with morality", with the fundamental goal of promoting students' individual development, this paper explores the construction of an effective model for university economics courses.

2. Literature Review

Zhu Hong (2021) pointed out that "red culture", as one of the special historical cultures in China, contains many historical and spiritual meanings. The gradual incorporation of red education factors into higher education requires innovative construction of an effective model of multi-dimensional and interactive red education for college students

in order to enhance the effectiveness of red education in universities. Huan Baoling (2021) found that the construction of the red education system will not only enrich and improve the layout and development of universities, but also carry social functions and responsibilities. The construction of the red education system is not a single line, but a three-dimensional network. Each node is the work content of open education, and the coordination and cooperation of each link, as well as the co construction and sharing of resources, are all lines within the network. Building a red education system through the integration and co creation of overall awareness, development awareness, collaborative awareness, and innovation awareness, leveraging the practical feedback theory of "building while doing" and action research to enhance the function of red education. Zhang Lei and Li Chengquan (2021) emphasize that red education refers to using red as a symbol of the spirit of the times, with a pragmatic focus on education. Red education in universities is a new model for exploring ideological and political education in universities. Innovative red education in universities refers to the integration of open, shared, efficient, and fast carrier forms such as economy, technology, information, and data with university curriculum education in the context of the Internet era. It seeks new means of voice in political education, broadens the scope of connection, builds a special support system, and comprehensively improves the quality of talent output, in order to achieve the cultivation goals of teaching and education, education and success, application and refinement. Lan Xianfa (2022) believes that improving red education for college students is an inevitable requirement for inheriting the red gene and implementing the fundamental task of cultivating morality and talent. To achieve good and lasting on-site teaching results in red education, comprehensive strategies must be implemented and precise efforts must be made. Therefore, constructing an effective model of economics courses in universities from the perspective of red education, highlighting the authenticity of economics teaching content, the richness of teaching forms, and the practicality of teaching processes, can present real and convincing history to college students, allowing them to participate more, experience firsthand, and continuously

improve interactivity, perception, and sense of gain.

3. Necessity Analysis of Integrating Red Education into University Economics Curriculum

3.1. Always Maintain the Purity and Progressiveness of College Students' Thoughts

College students should not only strive to learn scientific and cultural knowledge, but also inherit and carry forward the spirit of the older generation of revolutionaries, firmly establish confidence in the path of socialism with Chinese characteristics, theory, system, and culture, and resolutely overcome difficulties and obstacles on the way forward. Inherit and carry forward the revolutionary sentiment of the older generation of revolutionaries who established the Party for the public and ruled for the people, always taking the people's longing for a better life as the goal of struggle, closely uniting all democratic parties and people from all walks of life, and jointly creating a better life. Only by inheriting and carrying forward the fine style of modesty, prudence, prudence and hard work of the older generation of revolutionaries can we always maintain the enterprising spirit of making progress and maintain the progressiveness and purity of the Party.

3.2. Educate the Minds of College Students

The development of red culture has positive significance for exerting the leading role of grassroots party organizations among college students. In carrying out the Party's mass line education practice activities, college students fully utilize the resources of red culture and play an important role in the Party's governance and education. Promoting red culture can seize the favorable opportunity of mass line education and practice activities, fully leverage the role of red cultural resources such as patriotism education bases and party history education bases for college students, strengthen management, and make the majority of college students gain from visiting and have a touching heart.

3.3. The Necessity of Integrating Economics Courses

The core idea of economics is to study, grasp, and apply economic laws to achieve rational allocation of resources, with the goal of optimizing allocation and regeneration, maximizing the creation and transformation of resources, achieving their maximum value, meeting the growing needs of human material and cultural life, promoting sustainable development of society, and effectively improving the living conditions of the working people. The core of economics is not the law of price, but the law of value. Human economic activities are the process of creating, transforming, and realizing value. Economy is the creation, transformation, and realization of value, and economic development is the development of productivity and value.

The economics courses in universities help cultivate the economic mindset of college students. Economic acumen is a very important mindset that can create value for college students, generate economic benefits, and avoid economic losses. It helps college students establish a scientific concept of financial management, and can help them achieve a win-win situation without losing their money. Therefore, the

integration of red education into economics courses not only imparts governance ideas and philosophical concepts to college students, but also cultivates students' correct worldviews, life views, and values through subtle influence. Ideological and political courses are like guiding lights and spiritual lighthouses, shouldering the important role of cultivating morality and cultivating people in the new era, and cultivating the soul through cultivation.

4. Feasibility Analysis of Integrating Red Education into University Economics Curriculum

4.1. Nowadays, Education Generally Leans Towards Knowledge Education as Well as Cultural Education

At present, family education in China tends to enhance the knowledge and technical abilities of young people, while generally neglecting the construction of their spiritual level. With the development of the times and changes in the social environment, some teenagers have begun to have biases against the fine traditions and historical culture of their own nation, lacking self-esteem, self-confidence, pride, and sense of integrity. Some people who worship foreign things blindly advocate Western culture, political system, ideological concepts, and material culture. Red culture, as the essence of traditional culture, has always been the backbone of the national spirit. Promoting red culture can enhance the national cultural confidence of young people, help solve the problem of calcium deficiency and lack of confidence in their own culture, and effectively make up for the lack of traditional cultural education for young people in families.

4.2. Currently, The Country Attaches Greater Importance to the Development of Red Education

The Propaganda Department of the Central Committee of the Communist Party of China has issued the "Notice on Organizing Mass Theme Propaganda and Education Activities for the Victory of the 20th National Congress of the Communist Party of China", which arranges and deploys the widespread organization of mass theme propaganda and education activities in urban and rural areas throughout the country.

4.3. Follow the "Internet Plus" Boom and Make Full Use of the New Media Platform

With the rapid development of information and communication technology and Internet platform, the concept of "Internet plus" is becoming more and more popular. Deeply integrating the internet with red education has become a new trend in the inheritance of red genes. Our team relies on various social media platforms to combine offline planning of red projects with online promotion, expand the audience, attract more tourists to visit, and effectively explore a wider red culture market.

5. The Problems of Integrating Red Education into University Economics Courses

The ideological and political courses in universities not only impart national governance ideas and philosophical

concepts, but also subtly cultivate students' correct worldviews, outlooks on life, and values. Ideological and political courses are like guiding lights and spiritual lighthouses, shouldering the important role of cultivating morality and cultivating people in the new era, and cultivating the soul through cultivation. But such an important ideological and political course is the "water course" in the minds of many students, who do not love to learn and do not understand; Learn to understand, not to use; Can use it, can't use it; Used, difficult to sustain, these are all problems that exist in the construction of ideological and political courses in universities.

5.1. The Integration of Red Culture into Ideological and Political Courses in Universities Faces Practical Difficulties

Firstly, there are issues with the integration of red culture and red spirit into the curriculum design of ideological and political courses in universities. For a long time, ideological and political courses in universities have focused on imparting theory and knowledge, and theoretical examination has also been the main focus in evaluating the final results of the courses. The guidance of ideological guidance and values for college students tends to be shallow, rigid, and patterned. Emphasizing knowledge, neglecting connotation, valuing results, and neglecting guidance makes it difficult to play a guiding role in the spirit of college students, and neglects the construction of their spiritual civilization.

Secondly, the mechanism for integrating red culture and red spirit into ideological and political courses in universities is not clear and complete enough. Firstly, some departments in charge of ideological and political courses are not clear, lack supervision and guidance, and have limited scope of responsibilities, which makes it difficult for ideological and political course teachers in universities to efficiently carry out corresponding teaching activities, and existing human, economic, and material resources cannot be effectively integrated and coordinated. Secondly, the professional quality of staff and ideological and political course teachers in universities is uneven, and their theoretical foundation is not solid. They also lack knowledge and training in certain aspects, which hinders the orderly and effective implementation of related work. Thirdly, there is a lack of standardized and distinctive educational models, with strong academic and boring courses. Additionally, there is a lack of overall planning and design for red culture education at different stages, with high repetition rates, students not interested, unwilling to participate, and low recognition. However, teachers' enthusiasm for exploring personalized and distinctive teaching methods is not high, and they lack effective communication and exchange with students, making it difficult to form standardized education models that are easy to promote.

5.2. There are Practical Difficulties in Red Education

University students who have mastered theoretical knowledge do not have a practical place to connect theory with practice, and students who have theory but cannot deeply understand it, resulting in superficial learning outcomes and unclear understanding of history, which can easily be misled. However, many students who participate in practical activities walk through the motions and "paddle", resulting in a lack of deep understanding and posing huge problems.

5.3. The Lack of Systematic and Continuous Red Practice in Universities

Since 1986, 14 ministries and commissions have jointly carried out the "Three Visits to the Countryside" practical activity for college students. The members of the activity have volunteered to go deep into the countryside, spread advanced culture and technology, experience grassroots people's lives, and investigate the current situation of grassroots society. Through a series of practical activities, we aim to improve the social practice ability and ideological awareness of college students, while also serving more grassroots people. Every year, thousands of college student practice teams conduct research on the Red Spirit and rural revitalization, but in the research, many college students' practical activities clearly lack systematicness and continuity.

5.3.1. College Students' Understanding of Social Practice Work is Unclear, and They do not Attach Enough Importance to it, Ultimately Resulting in a Mere Formality

College students have multiple identities in practical activities, as they are both organizers, participants, and ultimate beneficiaries. They are the subject and core of practical activities. Some college students believe that social practice activities are only for the purpose of obtaining a certain level of qualification, just passing through the motions, with a mindset of completing tasks, perfunctory and not paying attention to practical activities, let alone delving deeper into them. Some even casually find a unit, ask for some drawings and materials, stamp them with official seals, and after returning to school, extract others' practical achievements, and even download a practice report from the internet without leaving it intact to make up for the number. Some students are unable to endure hardship and unwilling to work for unpaid activities, which greatly reduces the content of the activities and ultimately becomes a mere formality, even becoming a burden on local units, causing chaos and trouble for others.

5.3.2. Lack of Standardized Management and Guidance in College Students' Social Practice

At present, the social practice activities of major universities are generally led and arranged by individual departments of the school, lacking the overall coordination and coordination of school leaders. In the specific implementation process, there is a lack of effective management and specific guidance, and a standardized management mechanism has not been formed. This has led to practical activities becoming a general call, lacking substantive guidance. The students themselves lack social connections, and the school basically adopts a laissez faire attitude to allow them to contact practical units. Therefore, students can only go to free exhibition halls, martyr cemeteries, museums, and even cannot see the managers of public museums. The lack of profound experience has led to many college students losing their enthusiasm for social practice. For some college students whose ideological understanding is not profound enough and their ability to take action is not strong enough, such practical activities cannot achieve the expected results, not only wasting time and energy, but also becoming a form.

5.3.3. Lack of Innovation Awareness, Single Organizational Form and Methods of Practice

Currently, many college students' red practice mainly involves going to museums, martyr cemeteries, and other

"scenic spots to check in", lacking in-depth understanding, innovation in the situation and content of the practice, and being unable to organize according to the actual needs of different levels and personalities of college students. College students lack exploration of new forms of practice, lack rich practical content, narrow practical fields, and lack depth. Even many college students, based on the success of their previous seniors and sisters, step back and submit a practical report that satisfies the school.

5.3.4. Shortage of Practical Funds, Serious Shortage of Social Investment, and Incomplete Operating Mechanism

After research, it has been found that the most prominent and thorny problem in practice is the insufficient funding for practical activities. Students do not have income and have less funds to use. If all practical costs are borne by students, it undoubtedly sets a threshold for practice. However, if universities bear it, it will bring significant financial pressure to universities, greatly limiting the promotion of social practical activities.

Many schools have adopted the method of "getting on the train first and then paying a ticket" after awarding prizes, or forcing students to participate every semester. The limited funds are only invested in social practice projects with systematic planning and design, led by specific mentors. Many students have practical projects that cannot meet the school's requirements or struggle with funding, or blindly pursue awards, resulting in poor practical results. It is difficult to apply for funding for university activities, with insufficient energy and financial investment. In addition, many college students do not have the ability to bear practical expenses on their own, resulting in the inability to generalize practical activities. At the same time, the enthusiasm of the society for receiving practical activities for college students is not high, and some units are afraid of causing trouble. Due to limited economic conditions, they are unwilling to spend money on receiving students for social practice, and students do not have a large amount of money to provide practical funds to the society. Therefore, the promotion of practical activities is difficult.

5.3.5. Lack of Continuity in Red Practice among College Students

Some universities require students to engage in ideological and political practice once a semester, while students "switch places with one shot". Few students insist on conducting systematic and continuous research on the same region or enterprise during the four years of university. As a result, it is difficult for college students to conduct thorough research, and the completion rate of the results is not high. Even with a large amount of initial investment, they do not continue to polish and improve, making it a project with long-term observation value.

6. Strategies for Deeply Integrating Red Education into University Economics Courses

Building a public welfare practice platform between universities and Liangjiahe, breaking through the traditional single point, case based, and discontinuous practice mode, providing a focus for major universities to carry out red practice projects in the Liangjiahe area, and promoting the development of the Liangjiahe area through the research of the theory and practice of university practice groups and

propaganda groups.

Through a comprehensive incubation system, teaching system, practice system, and management system, we empower the red practice team in universities and assist in the development and construction of Liangjiahe. Incorporate outstanding and dynamic new forces from universities into the red practice team, combine books with practice, and promote excellent experience with Liangjiahe as the target. Building a batch of practical teams in Liangjiahe universities through the incubation system; Conduct theoretical research on the development path of the Liangjiahe region through the teaching system; Promote the integration of theory and practice in university practice teams through a practical system, and apply what is learned and achieve what is learned; Systematic management and academic exchange construction of university practice teams through a management system.

6.1. Incubation System

Through the seven incubation contents of "external liaison, logistics support, theoretical learning, practical process, learning exchange, team management, and propaganda education", we provide the full process incubation of the Liangjiahe Red Practice Team for major universities. Incubate excellent and effective red practice teams from it, and overcome the difficulties of formality, incompleteness, and difficulty in integrating into red practice.

By connecting major universities and students of different grades, a systematic and continuous network of practical projects spanning regions and times is formed. Through the continuous promotion of the projects, a group of red practice teams in universities are inherited and cultivated in a way that leads the old with the new and the main with the customers.

6.2. Teaching System

On the one hand, utilizing the excellent research capabilities of major universities to enhance the theoretical knowledge of university students and inherit the red story. On the other hand, excellent university students bring the latest policies and research results into Liangjiahe and provide corresponding lectures to villagers, providing theoretical support for the future development of Liangjiahe.

6.3. Practice System

Propose five major practical projects, including Red History, Red Tourism, Rural Revitalization, Science and Technology Assistance to Agriculture, and Cultural Support. Collect research topics from mentors of major universities to provide for the selection of major practical teams. Divide each practical team into four versions: 1.0, 2.0, 3.0, and 4.0 based on grade: 1.0 for undergraduate practical projects; 2.0 Practical projects for graduate students; 3.0 Joint research projects for undergraduate and graduate students; 4.0 Practical projects for doctoral students. By combining theory with practice, we provide a practical platform for red education in major economic universities, and promote the exchange and implementation of practical achievements in red education through healthy competition among major universities.

6.4. Management System

Taking economic universities as the starting school, we will initiate practical invitations to neighboring schools and sister schools to build joint projects. The Liangjiahe Red Practice Team, composed of different economics universities, utilizes

mentor resources to broaden the level span of the practice team, and continuously incorporates the strength of undergraduate, graduate, and even doctoral students in economics.

By standardizing and optimizing the management system, we can achieve large-scale management and exchange and showcase the practical results of university economics courses. In the aspect of "Internet plus+Red Practice", an online platform for red practice will be established. Red practice groups in colleges and universities across the country can join the red practice groups through the online platform to carry out big data information management. With the help of the platform, they can connect with observation points, observe the real-time changes in the vitality index of economic colleges and universities, and arrange the progress of practice. Through platform forums, national red practice groups in universities have achieved data collection, analysis, classification, evaluation, and dynamic real-time display and communication. Connect with the red practice of economics at our school, in order to achieve real-time upload and update of research data, as well as real-time display and promotion of achievements. Through the big data online platform, efficient operation of managing the progress and

achievements of red practice in economic university courses can be achieved, and the red practice achievements of various universities can be shared.

References

- [1] Zhang Lei, Li Chengquan. Research on the Path of Innovative Red Education in Universities in the Internet Era [J]. Journal of Liaoning University of Technology (Social Science Edition) 2018, (05): 89-91.
- [2] Zhang Xiaoping, Lin Liangfu. Reflections on Strengthening Red Education for College Staff [J]. Curriculum Education Research. 2018, (13): 89-91.
- [3] Zhu Hong, Ma Zhongqiu. Multi dimensional and three-dimensional interaction: construction of an effective model for red education for college students [J]. Journal of Beijing Institute of Printing and Technology. 2021 (01): 145-148.
- [4] Huan Baoling. Practical Research on Building a Red Education System Based on Regional Open Universities [J]. Journal of Jilin Radio and Television University 2021 (04): 54-56.
- [5] Lan Xianfa et al. A three-dimensional exploration of the on-site teaching effect of red education for college students: a path based on research travel [J]. Education Academic Monthly. 2022 (01): 91-97.